DOCUMENT RESUME

ED 084 340 CE 000 253

AUTHOR Boyce, Milton
TITLE Utilization of Volunteer Leaders.
PUB DATE Dec 72
NOTE 19p.; A paper presented at the Inter-American Rural Youth Leaders' Conference (San Juan, Puerto Rico, December 10 through 15, 1972)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Extension Agents; *Program Evaluation; Recognition; Recruitment; Speeches; *Volunteers; Volunteer Training; *Youth Leaders

ABSTRACT

In expanding a 4-H volunteer program, a systematic way of recruiting, training, utilizing, recognizing, and evaluating the program is needed. There is no one right answer to volunteer leadership problems, but it is important to believe that volunteers are available. They have to see the need and be convinced it is worth their attention, so the image of 4-H is an important factor. So are self-interest and the public opinion of the agent's role. There are many sources of volunteers: high school youth, churches, parents, etc. These can be utilized effectively with an organized recruitment approach. Following recruitment, the individual must be trained in his job and oriented to the organization. Types of training vary with the type of job. The best use of the Extension Agent is to provide him with organizational leaders so more people are reached. Recognition must be given the volunteer in the form of personal praise, written notes, or any of several other methods. Evaluation provides an opportunity for an exchange of benefit to both the volunteer and the agent. Through the volunteer youth leaders the world is being made a better place. (AG)

FILMED FROM BEST AVAILABLE COPY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 084340

"Utilization of Volunteer Leaders" *

It is indeed a pleasure for me to join you here in San Juan for your 1972 Inter-American Rural Youth Leaders Conference. As I understand it, one of your major purposes this week is to explore what 4-H volunteers are doing and how to expand this core of volunteers and their responsibilities. The key to volunteer expansion, as I see it, is to have a systematic way of recruiting, training, utilizing, recognizing and evaluating your volunteer program.

I am not here to say that i have all the right answers to your volunteer leadership problems. In fact I doubt that there is any one right answer as each situation will differ and each of you as Rural Youth Leaders have your own unique style for developing leaders.

This reminds me of the young boy who aspired to be a baseball umpire. He attended the National Little League finals in Fort Lauderdale, Florida. He sat back of home plate and observed seven games called by three outstanding umpires. At the end of the seventh game he went up to the three men and said, "Tell me how you do it? How do you call such a perfect game?"

The men said "How do we call what, balls and strikes, fouls or base?" The boy replied, "Tell me how you call balls and strikes?" The first umpire said, "Thats easy. The pitcher is on the mound. He winds up and throws the ball. I lean over the plate and I call it the way I see it."

CE 000 253

---

* Paper prepared by Dr. Milton Boyce, Extension Service 4-H Program Leader, for Inter-American Rural Youth Leaders' Conference, San Juan, Puerto Rico, December 10-15, 1972.

The second umpire said, "Thats not the way you call balls and strikes. The pitcher is on the mound. He winds up and throws the ball. I lean over the plate and I call it the way it is."

The third umpire said, "Come on fellows. This young man is serious. He wants to know how to call balls and strikes. The pitcher is on the mound. He winds up and throws the ball. I lean over the plate--some of them are balls, some of them are strikes--but they ain't nothing until I call them."

Thus, three men doing an equally good job each in his own unique way. This is the way it is with each of you. You can develop your own systematic approach to leadership development and each of you can be right.

Before we discuss a useful systematic approach, let us look at "just why do we need volunteers?" One quick reason is that we have a good youth program and we want to expand it. A second reason might be to develop a more relevant program. The counsel of volunteer leaders, and of course 4-H members, will help decrease uninteresting 4-H programs. Thus, we can become more significant as well as larger in scope if we use the potentials of our clients in the planning, development and execution of Extension programs.

This is not a new philosophy for Extension. This is a part of our U. S. Extension workers creed ~~with~~ which states:

> I believe in people and their hopes, their aspirations, and their faith; in their right to make their own plans and arrive at their own decisions; in their ability and power to enlarge their lives and plan for the happiness of those they love.

Thus, a third important reason for the use of volunteers is the self-development of those who volunteer.

Too often, however, we in the U. S. Extension Service adhere to our creed with tokenism. We select rubber stamp committees who function as deaf mutes, who listen without hearing and echo amens to what we are doing for them, not with them.

Another way of stating this is expressed in the tale of two fishermen. "The two men were fishing together when the body of a young child came floating by. One fisherman pulled the child out and as he was reviving him another child came floating by. The second fisherman saved the second child but more bodies kept coming. Before long several children were on the bank and one of the men took off up stream. The other hollered after him not to leave. The response was, 'I'm going after the so and so that is throwing them in'."

I feel that you, like the fishermen, will find that you can reach only a token amount of the children in need until you go up stream and ~~illicit~~ elicit the help of those who are responsible for the lives of these children. These are the people who can provide for the continuous growth and development of their children. You are only a catalyst to get things started. The program belongs to the people.

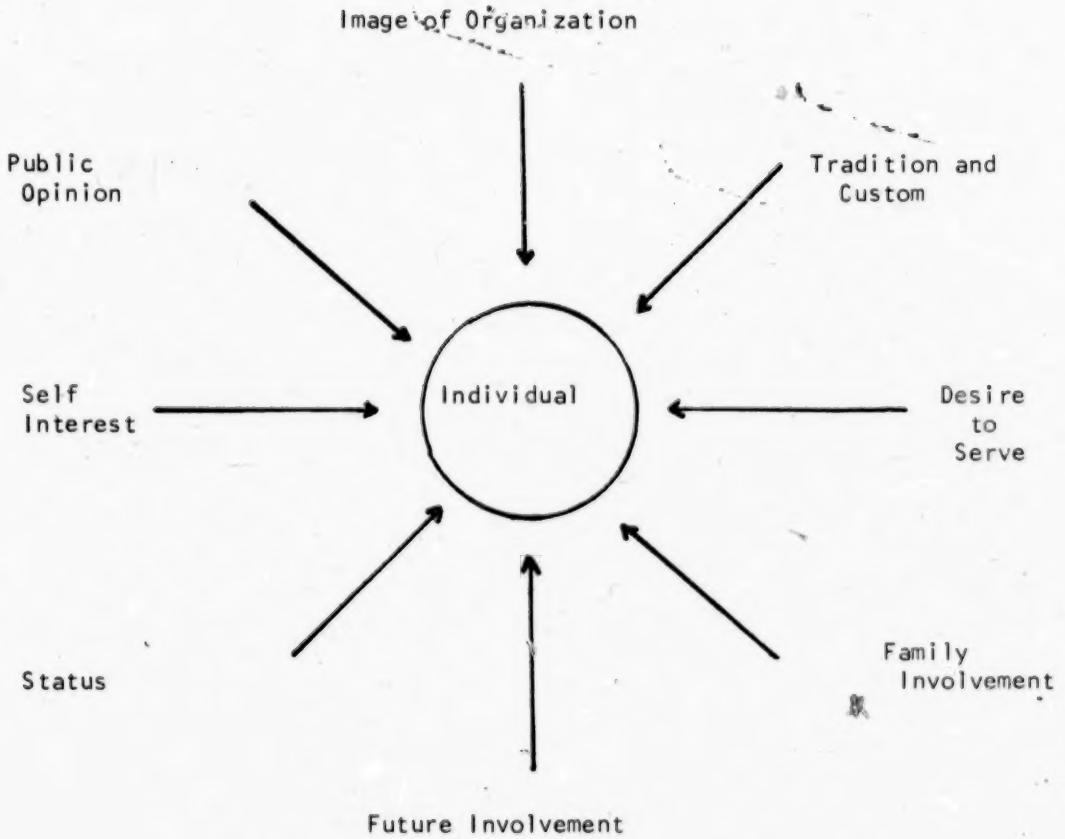
W. I. Thomas, a sociologist, states that "If you define a set of circumstances as real, they will be real in their consequences." Thus, if you believe volunteers are not available then it is not very likely that you will find any volunteers. However, if you believe that people will volunteer and that they will benefit from serving then you will find volunteers. You, as a professional Rural Youth Leader, must believe very strongly that:

1. People are benefited from serving in volunteer leadership roles.
2. People are available as volunteer leaders.
3. People are capable of performing leadership functions.
4. Leadership development is a continuous and gradual process.
5. Leadership skills and roles are specific to a particular job.
6. People want to improve themselves.
7. Your job, as a Rural Youth Leader, is not to do the work of 10 people, rather it is to get 10 people to do the job.

Just how do you go about getting people to volunteer? What is a good recruitment program?

Recruitment

It will help to understand some of the factors affecting the recruitment of volunteers and their future participation in your 4-H program. This can be illustrated by the following diagram taken from Anne Stennel and Helen Feeney's book, Volunteer Training and Development.



All of the factors listed above will influence the ease or difficulty in leader recruitment. If the image of your organization is one in which people feel it is your organization and not theirs they feel no obligation to help. You must make them feel that you are paid to help them help themselves not to do their job for them.

The tradition and custom of your adult audience may be such that anyone who volunteers is treated with ~~suspect.~~ suspicion The "Nobody does anything for nothing," attitude. In the U. S. it has been the custom to offer to help others. You may have to start building this attitude in your 4-H group.

Most people do have a desire to serve. They do, however, want to know whats in it for them and how much it will cost. Cost may be money, time, or embarrassment.

Do the people you are asking have other members of their family involved? If so they will be easier to recruit. They will likely know more about the program and its importance. If the mother and children are involved Dad should feel a degree of commitment to the program.

The people you try to recruit will want to know what are their future opportunities and future obligations for involvement. Some will be challenged to know there are more opportunities if they succeed in their assigned task. Others will not volunteer if they feel the commitment is too great. Based on the person's confidence and past volunteer work you must decide when to challenge and when to ease off.

The status in the community that is given to 4-H leaders will influence a persons volunteering. If you have a persons superior as one of your volunteers, it is much easier to recruit subordinates. Likewise, if people in high positions in the community volunteer, the status will be associated with your 4-H program.

Self interest is one of the best forces we use in Extension to get people to volunteer. If a person has a good garden and you recognize him for it, he will be proud to show others how to raise a good garden. Make an interest inventory as you visit people--"who collect rocks--who paints--who builds things?" -- and then when you need a leader for a specific job pay that person a visit. A copy of a sample inventory will be attached to the paper which you will receive.

Public opinion is very important. If you have started working directly with youth, then the public will feel that this is what you are being paid to do. Thus, when you ask them to help they will expect pay too. If you primarily recruit and train volunteer leaders, then the public will feel that this is your job. We have examples of both in our U. S. 4-H program.

One way you can insure leadership development is to require every 4-H'er who completes a project, to go out and recruit and lead a friend through the same project. We call this the "cross-age" teaching concept. Not only might you double your numbers but you reinforce what the older 4-H'ers have just learned. Teaching is one of the best forms of learning.

When you know specifically what you need leaders to do there are several ways to look for them. Some ways that work are:

--Kids, ask them who likes them and cares about them.

--Teachers, school and Sunday school teachers know adults who care about children and can help you identify them.

--Local stores are a good place to go to ask questions about possible volunteers.

--College students will contribute to causes they think are worth while.

There are approximately one-half million college students doing volunteer work in the United States.

--High school students are idolized by younger kids and they too will help.

--Church groups are committed to community service.

--Civic clubs may sponsor a 4-H group.

--Senior Citizens want to feel needed.

--Parents are busy but they do care about their children.

Enroll parents with 4-H members. It's easier to interest the parents when the child is younger and when he is first joining. When a boy or girl wants to join, ask them to bring mother and father to the first meeting. Tell them about the program and what they can do to help. They must be made to feel that their contribution is important.

This is often easier to do with the mothers than it is with the fathers. However, the fathers will help if you make them feel needed.

When I was a 4-H Agent in a rural Kentucky county, one of my Kentucky farmers was awakened by his baby's crying. He nudged his wife, and said, "Look, I work hard all day. I'm tired! Can't you get that brat to shut up so I can sleep?" She got up, took the little baby in her arms, and walked up and down the floor until the baby went back to sleep.

A little later that same night a pig was heard squealing in the barn. The farmer got up, put on his overalls, got the lantern, and went out to the barn. The pig had its foot caught in a crack. The farmer got the foot out and rubbed some salve on it, he returned to the house and went back to bed.

The next morning his wife's sister said, How do you account for it? The baby was crying and he was just annoyed. But when a little pig squealed out in the barn he got right up and rushed to it.

The wife replied, "There is a difference, that pig has a purebred daddy." I'll bet you can find and recruit enough purebred daddies to help you make your program a greater success.

The American Farm Bureau has listed 10 steps for successful volunteer recruitment. These are:

1. The first cardinal rule of recruiting is to be FRIENDLY AND SINCERE.
2. A forthright recruiter always reveals the PURPOSE of a call or visit.
3. The WORTHINESS of the proposition must be proven before the prospect will take desired action.
4. A prospective volunteer needs to see some CHALLENGE in the task, if he is to undertake it.
5. How the proposition will BENEFIT him, his family, his community, his income, etc., is a key point in recruiting.
6. The prospective recruit needs to be assured that the task is ACHIEVABLE.

7. Before a recruit is fully committed, he should know WHAT is expected of him and WHEN.

8. When the facts are in, GET THE COMMITMENT.

9. As soon as the recruit has agreed to undertake the task, you should review his IMMEDIATE RESPONSIBILITIES.

10. The final step is to say THANK YOU and continue to give support.

Training

After an individual is recruited, she will expect guidance and training. This training really starts when you make your first contact with the potential volunteers. The first principle of training an individual or group is to guage your efforts according to the experiences and maturity of the individual or group. Don't attempt to do the same thing with all of them. Let your new leaders progress, grow and develop confidence.

If a person has never volunteered before, train him to do only one task which you are rather sure he can do. After success, then discuss other tasks and determine training needs. Use the materials in training which the leader can use in working with his 4-H group.

A "cafeteria" approach to training each individual volunteer leader seems worthy of consideration. In this training approach, several types of training are offered at the same place at the same time. This allows the individual leader, with your counseling, to pick and choose his training from a much larger training program.

Training involves the acquisition and development of job-related-talents, skills and abilities. Therefore, the training must be relevant to the duties to be performed.

New leaders need to be oriented to the organization and to the specific program unit that they will work with. They will want to know what is expected of them; how to face their group; how to plan and implement a program; how to involve parents; how to maintain group control; how to obtain resources and facilities; and what support is available to them to do their job.

Leaders of longer tenure may want training in less direct subjects such as understanding youth, human relations, values, motivation, public relations, listening, etc.

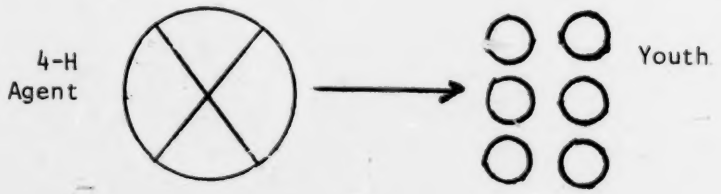
Administrative type leaders, such as committee members, should receive training on the total picture of the organization, the community, budget, and their program emphasis or boundaries in which they have authority.

Resource leaders that help only for a short period, primarily need to know the purpose of their job and how it relates to the total program. They will also want the specific details of what is expected of them.

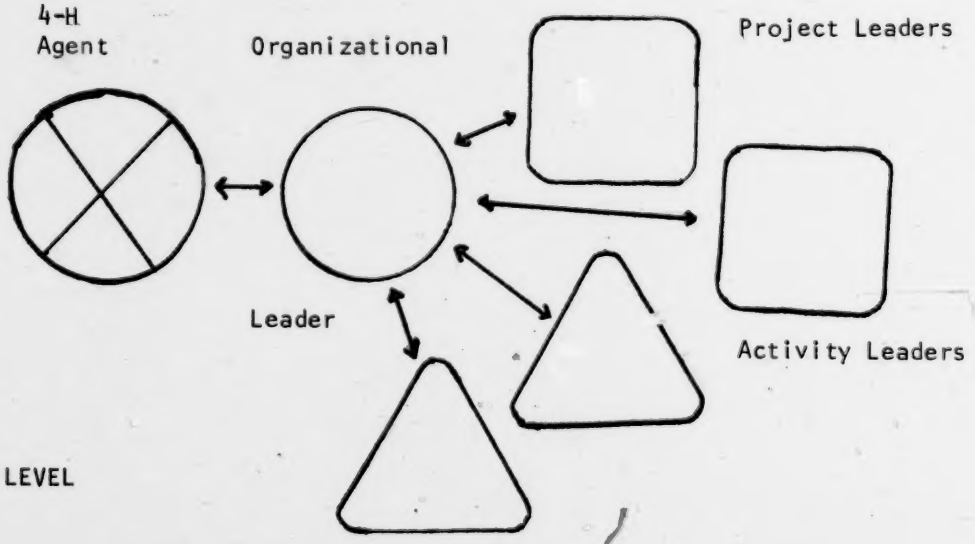
Training may be in a formal group setting, in a small informal group setting, such as table talks; one-to-one question and answer; or by supervision and coaching on the job. The trainer may be a professional or another voluntary leader.

Roles

As we think about roles, let me relate to you how we have developed in this area in the U. S. In our early stage, the Extension Agent felt that he had the knowledge base and he alone should teach the 4-H'ers. He soon found that the agent trying to do it all could reach only a small number of youth--let's say on an average about 200 per full time 4-H agent.

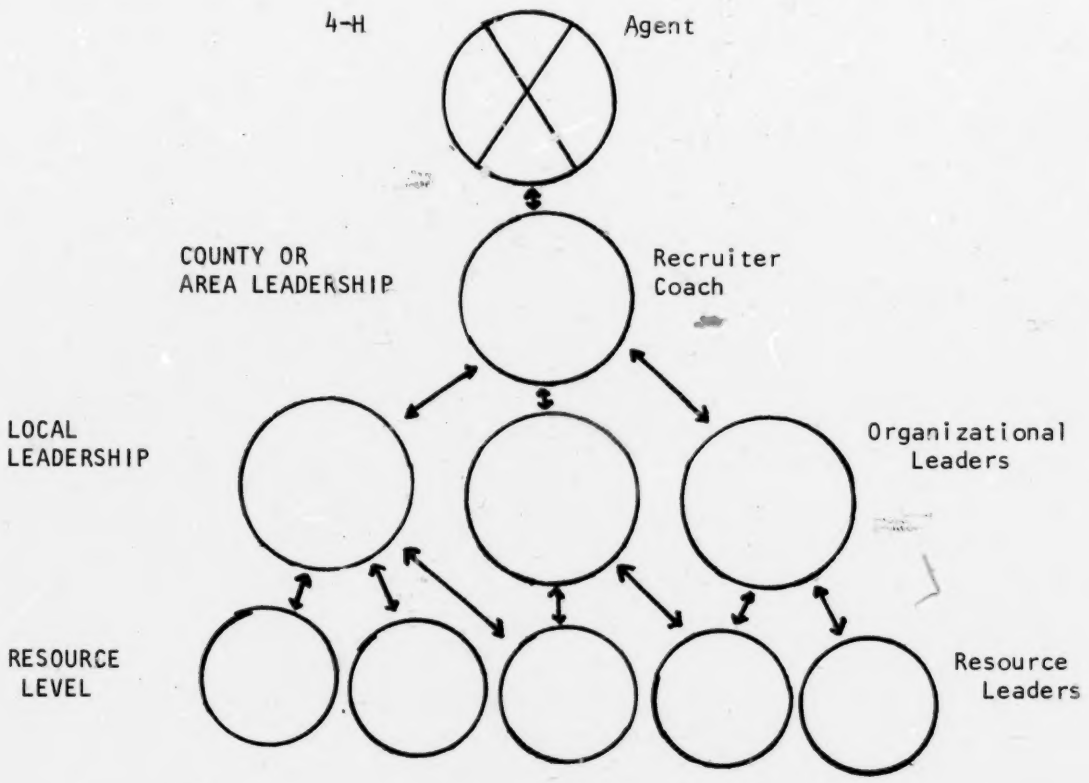


So the youth agent recruited a core of what we call organizational leaders to work with small groups. They in turn recruited project leaders and activity leaders to help them. This system permitted us to reach 400-600 youth per full time 4-H Agent.



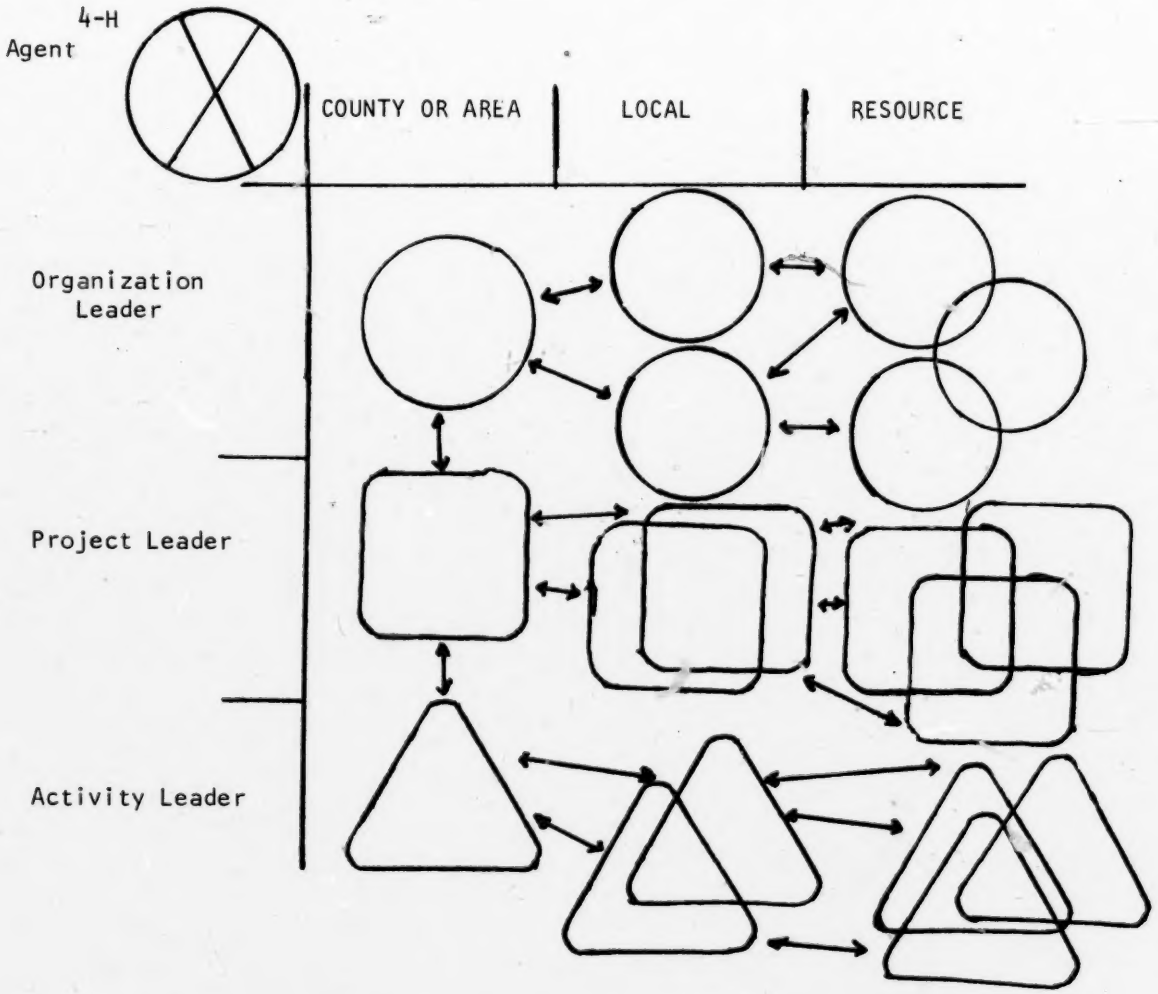
This new work created a management problem as the agent was soon covered with maintenance and service type tasks--such as getting materials to leaders, coaching them, recruiting replacement.

The new approach calls for volunteers who will function in different areas of responsibility.



The Recruiters/Coach helps to identify, recruit, train and supervise other volunteer leaders. A person who you have trained as a 4-H leader, a respected community or church leader, or a teacher are all good prospects for recruiter/coach positions. We even have teenagers in these roles.

This Model can be expanded to include all types of leader roles.



Under this structure the idea is that everybody can do something; and nobody can do everything. It may take a team of leaders working on one job but each person knows their part of that job and receives support from other team members. Using the above leadership network one full time agent can reach up to 5,000 youth.

If I were starting today, I would begin by recruiting the county or area leaders and would delegate as much to them as they would accept. Remember a good change agent continuously works himself out of a job and creates a more important one.

Volunteers may be used in administrative roles or in direct help roles. Some common roles performed by the 4-H volunteers both teen and adult are:

Administrative	Direct Support
Advisory Committee	Organizational leader
	Assistant Club Leader
Program Development Committee	Member of club leader team
Budget Committee	Project & Special Interest Leader
	Assistant Project Leader
Recruiter Coach	Member of project leader team
County Project Coordinator	Resource Leader
	Speaker or discussion leader
County Activity Coordinator	On site demonstrator
Local Steering Committee	Activity Leader

Other more specific tasks:

Parents visitation
Facilities securer
Visuals preparation
Public relations work for 4-H
Trainer of volunteer
Tutor for an individual member
Identify potential volunteers
Recruiter of volunteers
Make community survey (needs, agencies, programs, audience characteristics, etc.)
Chaperone on field trips or at meetings
Child care for younger brothers and sisters of older club members or for organizational and project leaders' children

Day camps
Camp advisors
Transportation
Refreshments
Monitor of events and exhibits
Organize and distribute 4-H materials
Provide needed equipment and materials
Block leader
Conference coordinator
Recreation for leisure leader
Telephone communicator
Liaison between 4-H and other youth groups.

Recognition

Ms. Mary Swanson, author of the book Youth Volunteer Program, discusses recognition in some detail. She indicates that a professional should make recognition a habit and be generous in giving it, privately as well as publicity. The work done should be recognized--not just the man. Ways of giving recognition are suggested:

1. Personal praise of the volunteer on the job.
2. Written thank you notes.
3. Asking the advice of the volunteer.
4. Identification--pins, badges, etc.
5. Recognition of a special contribution.
6. Giving a more complex assignment.
7. Reporting good work to board or committee.
8. Mass media publicity.
9. Special event award meeting.
10. A letter with clipping from board members or significant others.

From experience one realizes that recognition is a critical factor. My rule of thumb is that when you do a job, such as coordinate an activity or M.C. an event, and it gives you a real good feeling; the next time this same opportunity comes up -- delegate it to a volunteer.

Evaluation is also a form of recognition. Volunteers want to know how they are doing. An interview with the volunteer not only gives them a view of their progress, it also gives them a chance to provide feedback.

The information obtained in the evaluation process may be used by you and the volunteer leader to:

Identify the needs of the volunteer leader for the sake of planning training programs.

Judge volunter leaders' potential for new roles on the leadership ladder.

Acquaint the leader with his own progress and deficiencies. This is of great importance in the individual guidance and supervision of the leader.

Determine the degree to which the volunteer leader and you are reaching your objectives.

Provide information about the success of the program to various groups.

I want to close with a story often told by Mr. James Patterson, Public Relations Officer of Standard Oil Company. It is the story of a man who was working on a speech one Sunday afternoon when his little boy began to bother him. So he took a copy of "Life" magazine and opened it to a map of the world. He cut the map into tiny pieces, gave them to his son, and said, "Now, you put these together. When you get through, call me, and I'll see if you have it right."

The father thought he would have the boy busy for an hour, but, in two or three minutes his son was back.

The father asked, "Jamie, how did you put it together so quickly?" He replied, "Well Dad, on the back of the map there was a picture of a boy and a girl. I knew if I could build the boy and the girl right, the world would come out all right."

What you are doing as Rural Youth Leaders is building boys and girls right and in fact making the world a better place for all of us. May your numbers grow and your achievements multiply as you enlist the help of others.

Sample Volunteer Registration Form *

(Both sides of 5 x 8 card)

last first spouse's

NAME Mr. Mrs. Miss

ADDRESS

TELEPHONE

DATE

FAMILY COMPOSITION AT HOME

EDUCATION

EMPLOYED HISTORY
title dates

SPECIAL QUALIFICATIONS (as R.N., Life Saver)

MEMBERSHIPS (mention offices held)

VOLUNTEER EXPERIENCE (mention training taken)

INTERESTS AND HOBBIES

TIME AVAILABLE, PREFERRED

VOLUNTEER INTERESTS

AGE GROUP PREFERRED
preschool, elem., jr. high, senior high, adult, aged

group work	camping	fund raising	cooking
committee work	home nursing	ticket sales	fine arts
hostessing	friendly visiting	publicity	registration
office/clerical	song leading	program planning	other

(BACK OF CARD)

Name
Training Record
event, dates, hours

Volunteer Assignments
(date, comments)

---

* Harriet Naylor, Volunteers Today, Finding, Training and Working With Them, Association Press, New York, 1967.

QUESTIONS FOR DISCUSSION
(Pick two or three)

WHAT SPECIFIC THINGS WHICH YOU ARE NOW DOING COULD VOLUNTEER LEADERS DO?

HOW CAN YOU RECRUIT PARENTS WITH 4-H MEMBERS?

WOULD CROSS-AGE LEADERSHIP DEVELOPMENT MEET SOME OF YOUR NEEDS?

WHO IS RESPONSIBLE FOR RECRUITING AND COULD THIS BE DONE BETTER BY A PERSON OR PERSONS IN EACH LOCAL COMMUNITY?

HOW CAN YOU UTILIZE THE TOTAL HUMAN RESOURCES OF A COMMUNITY BY SELECTING THEM

FOR THEIR INTEREST, e.g., WOODWORKING, GARDENING, CANNING, BAKING, MUSIC, SPEECH, ETC.

DO YOU FEEL IT IS EASIER TO TRAIN A LEADER TO TEACH A PROJECT OR TO TEACH HIM TO UNDERSTAND CHILDREN?

HOW DO YOU RECOGNIZE YOUR VOLUNTEERS?